



University  
of Victoria

British Columbia  
Canada

Department of Psychology

*I acknowledge and respect the Lək'wəṇən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

*I recognize how privileged I am to learn, work, and play on this beautiful territory.*

# Psychology 431i A01



## Psychology and Law

Spring (Jan-Apr) 2025 (CRN: 22774)

*\*Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

©Dr. Jessica Rourke

## **Psyc 431i A01 – Psychology and Law**

Spring 2025 (Jan – Apr)

CRN: 22774; 1.5 credits

TWF 11:30am – 12:20pm (see Brightspace for class location)

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## Meet Your Instructor

**Instructor:** Dr. Jessica Rourke (she/her)

My degrees are in Social-Personality Psychology. My main areas of research are student learning & motivation, restorative justice, and forgiveness. In addition to teaching psychology, I have either worked or volunteered in the field of restorative justice for over a decade.

**Contact:** [jrourke@uvic.ca](mailto:jrourke@uvic.ca)

**Student hours (office hours):** See Brightspace for time & location



## Contacting Your Instructor

- Please come to my student hours or contact me at: [jrourke@uvic.ca](mailto:jrourke@uvic.ca). **Do not** message me through Brightspace (if you do, there's no guarantee I'll receive it!).
- ***Please include "Psyc 431i" in the subject line of your e-mail*** and make sure you include your name and student number in your message. I have several hundred students across three different classes, so that information will help me respond to you much more quickly!
  - o Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it.
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted, and I will post an announcement.
- You do not need an appointment to see me during my office hours, however, priority will be given to those students who have booked an appointment (see Brightspace for information on how to book an appointment with me via Microsoft Bookings).

## Course Description

In this course, we will explore the role that psychology plays in our criminal justice system. Specifically, we'll seek to understand how psychologists and psychological theory/research contribute to aspects of criminal investigations and courtroom dynamics, and the ways in which psychology can help address areas in our criminal justice system that need improvement. During this course, we will cover a wide array of topics including:

- |                        |                       |
|------------------------|-----------------------|
| - police practices     | - false confessions   |
| - lie detection        | - restorative justice |
| - jury decision-making | - Gladue reports      |

## Course Delivery & Learning Outcomes

This is a 4th year seminar class which means you are expected to meaningfully contribute to the learning of your peers. In hopes of creating a collaborative learning environment, I have tried to optimize opportunities for you to learn from each other (class leaders, in-class group activities).

A large portion of class will be discussion-based. I encourage you to bring additional readings, knowledge, and insights from personal experiences into the course. My goals are that by the end of this course you will be able to:

- Engage in meaningful discussion about the ways in which psychology intersects with law at all points of our criminal justice system.
- Critically examine our criminal justice system, with a specific focus on biases that exist within this system.
- Identify and discuss alternatives to our current, mainstream approach to justice-seeking.
- Identify and reflect upon ways in which knowledge from psychology may help to improve our criminal justice system.

## Course Readings

There is no textbook for this course. Instead, you will be reading selected articles, most of which are available via the library's Course Reserves on our Brightspace page (or, through the PsycInfo database, or via a website for which I have provided the URL). You will see the set of readings assigned to be completed *prior to class* each week in the tentative course schedule on p. 7 – 10.

## Respect for Diversity

My intent is that students from diverse backgrounds, perspectives, and life experiences be well-served by this course, that students' diverse learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

I aim to present materials and activities that are respectful of diversity, including such things as: gender, sexuality, ability, age, body-size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. In a constructive way, please let me know how I might improve the effectiveness of the course for you, other students, or for student groups. If any due dates/test dates conflict with meaningful religious or cultural events in your life, please let me know so we can address that.

## Course Feedback/Evaluation

At the end of the semester, I will give you time in class to complete UVic's Course Evaluation Survey. Approximately halfway through the semester, you will also have the opportunity (via Brightspace) to provide anonymous feedback about your experience in the course and if possible, I will make changes based on your suggestions.

## Prerequisites

PSYC 300A and two of 320, 330, 375, 385, 386, 387 are prerequisites for this course. Additionally, you must also have completed, or be currently completing, PSYC 300B. Being allowed to register in a course without having completed the prerequisites is rare. If this were to occur, and you remained in this course without having completed the prerequisites, you would be doing so at your own risk.

\*Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date, if they are required for your degree program.

## Course Website

On Brightspace I will also post:

- the course syllabus
- detailed information about assignments
- information necessary for in-class activities
- class announcements
- assignment dropboxes

Please make sure you regularly check whichever email you've got linked to Brightspace (I recommend linking your UVic email, it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit your assignments. There will also be informal discussion forums so you can connect with your classmates (e.g., to form a study group).

**\*\*If anything on our website (including documents) presents any accessibility issues, please let me know and I can send you the information in plain format.**

## Grades

If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. ***I will not review a grade/assignment if you contact me later than 4 days after the grade was first posted.***

**Please note** that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations. Please see information on what constitutes letter grades at UVic in UVic's course policies, beginning on p. 12.

## Extensions

Your assessments have a “best by” due date and an “expiry date”. **The “best by” date is the due date** – you should complete your assessments by those dates. However, I know life happens, so I’ve also included “expiry dates” after each “best by” date. **The expiry dates are an automatic, built-in extension for that assessment and represent the final day you can submit** – there is no penalty for submitting by the “expiry date” rather than the “best by” date.

Although rare, should you need a further extension than the “expiry date”, please feel free to speak to me about it **BEFORE** the due date and complete a “request for in-class deferral” form (available on Brightspace in our “Assessments” Module).

If you are having trouble getting started on an assignment, please come see me during student hours – I would love to help you! For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the UVic Course policy information beginning on p.12.

## If You Miss a Test

*If you miss a test due to illness or a family emergency, contact me by email within 3 days of the test and explain that you missed the test. I will inform you when your make-up test will be held. You will need to complete a “request for in-class deferral” form (available on Brightspace in our “Assessments” Module).*

***\*If you miss a test and fail to contact me within three days of the test date, I will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.***

## If You Require Special Arrangements Due to a Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/online-services/register/index.php> for more information. I will automatically be informed of your registration with them.
2. Prior to your test, if you have any questions about your accommodation, please contact me, via email: [jrouke@uvic.ca](mailto:jrouke@uvic.ca)

\*UVic is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

## Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS
Week 1 JAN 07, 08, 10	<b>Introduction</b>  <b>Police (use of force)</b>	<p>Andersen, J. P., Di Nota, P. M., Boychuk, E. C., Schimmack, U., &amp; Collins, P. I. (2021). Racial bias and lethal force errors among Canadian police officers. <i>Canadian Journal of Behavioural Science/Revue Canadienne des Sciences du Comportement, Advance Online Publication</i>, 1-12. <a href="https://doi.org/10.1037/cbs0000296">https://doi.org/10.1037/cbs0000296</a></p> <p>Wood, G., Tyler, T. R., &amp; Papachristos, A. V. (2020). Procedural justice training reduces police use of force and complaints against officers. <i>PNAS</i>, 117(18), 9815-9821. <a href="http://www.pnas.org/cgi/doi/10.1073/pnas.1920671117">www.pnas.org/cgi/doi/10.1073/pnas.1920671117</a></p>
Week 2 JAN 14, 15, 17 <b>*Fri Jan 17 online, asynchronous class</b>	<b>Police (use of force)</b>  <b>Police (police stress &amp; suspect mental illness)</b>	<p>Laniyonu, A., &amp; Goff, P. A. (2021). Measuring disparities in police use of force and injury among persons with serious mental illness. <i>BMC Psychiatry</i>, 21(500), <a href="https://doi.org/10.1186/s12888-021-03510-w">https://doi.org/10.1186/s12888-021-03510-w</a></p> <p>Andrews, K. L., Jamshidi, L., Shields, R. E., Teckchandani, T. A., Afifi, T. O., Fletcher, A. J., Sauer-Zavala, S., Brunet, A., Krätzig, P., &amp; Carleton, R. N. (2023). Examining mental health knowledge, stigma, and service use intentions among Royal Canadian Mounted Police cadets. <i>Frontiers in Psychology</i>, 14, 1-9. <a href="https://doi.org/10.3389/fpsyg.2023.1123361">https://doi.org/10.3389/fpsyg.2023.1123361</a></p>
<b>Jan 19: Last day to drop a course without penalty (get 100% tuition reimbursed); Jan 22: Last day to officially register in a course</b>		
Week 3 JAN 21, 22, 24	<b>Police (police stress &amp; suspect mental illness)</b>  <b>Profiling</b>	<p>Ribeiro, R. A. B., &amp; de Matos Soeiro, C. B. B. (2021). Analysing criminal profiling validity: Underlying problems and future directions. <i>International Journal of Law and Psychiatry</i> 74, 101670. <a href="https://doi.org/10.1016/j.ijlp.2020.101670">https://doi.org/10.1016/j.ijlp.2020.101670</a></p> <p>Petherick, W., &amp; Brooks, N. (2020). Reframing criminal profiling: A guide for integrated practice. <i>Psychiatry, Psychology and Law</i>, 0, 1-17. <a href="https://dx.doi.org/10.1080/13218719.2020.1837030">https://dx.doi.org/10.1080/13218719.2020.1837030</a></p> <p><b>*PLEASE NOTE:</b> In Petherick &amp; Brooks (end of p. 10 to end of p. 11) is the description of a fictitious murder, which provides details of things done to the body postmortem (after death), including sexual acts and mutilation <b>(please feel free to skip over that part)</b></p>
Week 4 JAN 28, 29, 31	<b>Profiling</b>  <b>Investigations (techniques)</b>	<p>Porter, S., Rose, K., Dilley, T. (2016). Enhanced interrogations: The expanding roles of psychology in police investigations in Canada. <i>Canadian Psychology/Psychologie Canadienne, Special Issue: CPA Awards / Les prix de la SCP</i>, 57(1), 35-43. <a href="https://dx.doi.org.ezproxy.library.uvic.ca/10.1037/cap0000042">https://dx.doi.org.ezproxy.library.uvic.ca/10.1037/cap0000042</a></p> <p>Chin et al. (2024). Fuelling an investigative mindset: the importance of pre-interview planning in police interviews with suspects. <i>Psychology, Crime, &amp; Law</i>, 30(9), 1016-1040. <a href="https://doi.org/10.1080/1068316X.2022.2139829">https://doi.org/10.1080/1068316X.2022.2139829</a></p>

Week 5 FEB 04, 05, 07	<b>False confessions</b>	Stratton, G. (2015). Transforming the Central Park jogger into the Central Park Five: Shifting narratives of innocence and changing media discourse in the attack on the Central Park jogger, 1989–2014. <i>Crime, Media, Culture</i> , 11(3), 281-297. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1741659015592794">http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1741659015592794</a>  Kaplan, J. & Lundy, J. (2024). Contesting Confessions: Opinions of Expert Witnesses. <i>Journal of Forensic Psychology Research and Practice</i> , 1-25. <a href="https://doi.org/10.1080/24732850.2024.2408388">https://doi.org/10.1080/24732850.2024.2408388</a>
<b>Feb 09: Last day for 50% tuition reduction if drop course</b>		
Week 6 FEB 11, 12, 14 <b>*Feb 14 online class in Zoom</b>	<b>Test 1 (in-class)</b>  <b>Class presentation prep (online)</b>	<b>The test will be in-class over the course of 2 days: Feb 11 and 12;</b> paper notes are welcome (i.e., <b>open book but no computers</b> ) and will cover material from JAN 09 onward  On Feb 14, you will be given in-class time to prepare for your upcoming class presentations; this class is <b>ONLINE (Zoom)</b> link on Brightspace)
<b>Week 7: Feb 17 – 21: Reading Break, no classes, no readings</b>		
Week 8 FEB 25, 26, 28	<b>Trauma-informed practice</b>  <b>Presentation (psychological disorders in the courtroom)</b>	Trauma-Informed Practice Guide – read pgs. 2, 3-7, 9, 10, 12-15; 19-26. Access it at: <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a>  Watch (11 min; information on collaborative courts...might be relevant to your Court Report!): <a href="https://www.youtube.com/watch?v=3WxvUFzrMDc">https://www.youtube.com/watch?v=3WxvUFzrMDc</a>
<b>Feb 28: Last day to officially withdraw from course without penalty of failure</b>		
Week 9 MAR 04, 05, 07 <b>*Mar 05 online class in Zoom</b>	<b>Indigenous Peoples in Canada's CJS</b>  <b>*Wed Mar 05 will be a guest speaker and will take place on Zoom. Link will be posted on Brightspace (Week 9 Module)</b>	Clarke, J. (2017). <i>Your Gladue Rights</i> . British Columbia: Legal Services Society. Access it at: <a href="https://pubsdb.lss.bc.ca/pdfs/pubs/Your-Gladue-Rights-eng.pdf">https://pubsdb.lss.bc.ca/pdfs/pubs/Your-Gladue-Rights-eng.pdf</a>  Watch (4 min): Transforming the Criminal Justice System: Indigenous Over-representation – Jorgina: <a href="https://www.youtube.com/watch?v=y7BiE1xIoWM">https://www.youtube.com/watch?v=y7BiE1xIoWM</a>
Week 10 MAR 11, 12, 14	<b>Presentation (eyewitness testimony)</b>  <b>Presentation (deception)</b>  <b>Presentation (jury selection, decision-making &amp; sentencing)</b>	Watch (4 min) How reliable is eyewitness testimony?: <a href="https://www.youtube.com/watch?v=ChgPk2OizCw">https://www.youtube.com/watch?v=ChgPk2OizCw</a>  Watch (3 min – start at minute 1:29): Why Lie Detectors Don't Detect Lies: <a href="https://www.youtube.com/watch?v=nyDMoGjKvNk">https://www.youtube.com/watch?v=nyDMoGjKvNk</a>  Watch (3 min) Does Canada have a jury problem?: <a href="https://www.youtube.com/watch?v=rJgGvY8Yeyg">https://www.youtube.com/watch?v=rJgGvY8Yeyg</a>
Week 11 MAR 18, 19, 21	<b>Presentation (prison environment &amp; parole)</b>  <b>Sexual Assault (court system's approach to prosecuting sexual assault cases &amp; the gaps that exist in this system)</b>	Watch (6 min) A Canadian prisoner's perspective: <a href="https://www.youtube.com/watch?v=y-daYflbwc8">https://www.youtube.com/watch?v=y-daYflbwc8</a>  Krishnan, M. (2016). What day two of the Ghomeshi trial tells us about victim blaming, credibility, and traumatic memories. <i>Vice</i> . Access it at: <a href="https://www.vice.com/en_ca/article/yvxj4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories">https://www.vice.com/en_ca/article/yvxj4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories</a>  Gray, E. (2016). This letter from the Stanford sex offender's dad epitomizes rape culture. <i>HuffPost</i> . Access it at: <a href="http://www.huffingtonpost.ca/entry/brock-turner-dad-letter-is-rape-culture-in-a-nutshell_us_5755bace4b0ed593f14cb30">http://www.huffingtonpost.ca/entry/brock-turner-dad-letter-is-rape-culture-in-a-nutshell_us_5755bace4b0ed593f14cb30</a>



Week 12 MAR 25, 26, 28	<b>Restorative Justice</b>  <b>*PLEASE NOTE:</b> the optional Dalhousie Dentistry reading this week discusses sexual harassment, including violent and sexually prejudiced statements.	Gavrielides, T. (2017). The victims' directive and what victims want from restorative justice. <i>Victims &amp; Offenders</i> , 12(1), 21-42. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1080/15564886.2014.982778">http://dx.doi.org.ezproxy.library.uvic.ca/10.1080/15564886.2014.982778</a>  <u>Optional reading:</u> Dalhousie University (May 2015). Participants' statement. <i>Report from the Restorative Justice Process at the Faculty of Dentistry</i> . Access it at: <a href="https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/RJ2015-Statement.pdf">https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/RJ2015-Statement.pdf</a>  <b>*PLEASE NOTE:</b> The optional Dalhousie Dentistry reading this week discusses sexual harassment, including violent and homophobic statements. It's also 70 pages long - you are not expected to read it all (and reading any of it is optional)
Week 13 APR 01, 02, 04	<b>Course Wrap-up</b>  <b>No class on Apr 02 &amp; Apr 04</b>	<b>No classes on April 02 &amp; 04 is to make up for the time you were required to spend attending a court session/reading court transcripts</b> for your Court Report Essay – I know that required a significant amount of your time beyond the research you needed to do for that assignment. Take this time to work on Test 2!
APR 09	<b>Test 2: Course Critical Reflection, due via Brightspace by 11pm</b>	Test 2: Course Critical Reflection, is a take-home test due to Brightspace by 11pm on APR 09 (expiry date is 11pm APR 10) and will require you to comprehensively reflect on course material covered since Test 1 (class presentation material is NOT covered on this test)

**\*Please note:** Most of the course readings will be available via Course Reserves, through our Brightspace page

**\*\*Please note:** The guest speaker is tentatively scheduled for the week of Mar 04; this may change, depending on their schedule

**\*\*\*Please note:** The two tests and the Court Report Essay (see next page) are required components of this course – you must complete them to be eligible to receive a passing grade in this course

## Progress Evaluation and Due Dates – Assessments due by 11pm on Brightspace

Due Date	Value	Brief Description
<b>Bonus Grade!</b> Due (best by) Friday Jan 10, 11pm (expiry date Sunday Jan 12, 11pm)	0.5 added to your final grade	In one document (Word or PDF), Submit a recent picture, along with a few sentences telling me about yourself. I'd love to get to know a little bit about you and this will also help me to learn your name quickly!
<b>Class Participation</b> On-going	10%	Contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness.
<b>Personal Reflections</b> You choose the due date – (see description for more info)  <u>First reflection:</u> on any 1 of the assigned class readings (not videos) Final due date (best by) Monday Feb 03 Final expiry date Wednesday Feb 05  <u>Second reflection:</u> on any 1 of the class presentations Final due date (best by) Monday Mar 24 Final expiry date Wednesday Mar 26	20% (2 @ 10% each)	You have 2 personal reflections to complete. For each, please submit a reflection about a question/thought/opinion that stems from the weekly reading/class presentation. See details on Brightspace. <i>*A creative option is also offered for your second reflection</i>  <b>**Your reflection is due the Monday the week after the article is assigned/presentation occurs</b> (see Brightspace for due date linked to each reading/presentation).
<b>Class Presentation</b> You will sign up for a date on which to present: Feb 28; Mar 11, 12, 14, 18	15%	In a group of 5, you will lead the class for 45 minutes on your assignment topic ( <b>sign up on Brightspace by Monday Jan 20!</b> ). Your presentation must include an activity and some discussion questions. I will give you time in class to work on your presentations.
<b>Court Report</b> Due (best by) Tuesday Feb 25; expiry date Friday Feb 28	22%	Attend court or review transcripts of criminal court proceedings; you will then submit a Court Report: a critical analysis that includes a meaningful reflection on how to improve our court system (see instructions on Brightspace).
<b>Tests</b> Test 1: FEB 11 & 12 (in-class)  Test 2 (critical reflection, take-home) Due (best by) Wednesday April 09 Expiry date Thursday Apr 10	33% (1 <sup>st</sup> @ 18%; 2nd @ 15%)	Both tests are open book (Test 1 is paper notes only – no devices allowed). The first will take place during class time (over 2 classes). The second will be a take-home, critical course reflection, submitted to Brightspace.

\*\*\*If you complete the 2 tests and the Court Report, you will be considered to have completed the course. Failure to complete any of those elements will result in a grade of "N", regardless of cumulative percentage of all other elements in the course ("N" is a failing grade and factors into GPA as a "0"). In accordance with UVic's policies, if you complete all course requirements (2 tests, Court Report), you are not eligible for an academic concession. This means you can only request a deferral for the completion of the required course components (2 tests, Court Report) and not for non-essential components. \*\*\*

## Assignment Details

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### Mandatory Course Components – see p. 10

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- Writing both tests + the Court Report are mandatory completion requirements to pass this course (not doing so will result in a grade of “N”).

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### Tests

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- There are 2 non-cumulative, tests in this course. The first (a series of short answer questions) will be written in class time and you are allowed paper notes (no devices) to support your writing of it. The second (either a series of short answer questions or one larger, integrated question) will be given as a take-home reflection (due to Brightspace April 09; expiry date Apr 10). There is no final exam during the formal exam period.

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### Assignment Submissions (see p. 6 for policy on extensions)

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- Assignments will be submitted to Brightspace. Please submit in either Word or PDF format.
- Detailed criteria for each assignment are posted in the “Assessment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.



***Important: We will be discussing some sensitive topics. As in all courses, please make sure to take care of yourself (e.g., take a break, decide to skip participating in a certain class activity, etc.) and check in with me if you need to.***

***In this course, students might discuss sensitive, personal matters – you are expected to maintain confidentiality.***

## UVic Resources and Policies

### Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp).

If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick, Room C115

Phone: 250 721 8021 Email: [svpcordinator@uvic.ca](mailto:svpcordinator@uvic.ca) Web: <https://www.uvic.ca/sexualizedviolence/>

## BE WELL – Taking Care of Myself



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

### ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. <https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

### ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

### ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

### ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

### ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

### ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community:

<https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**  
**Important Course Policy Information: Spring Session 2025**

**Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

**Attendance and Absences**

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

**Children and Pets**

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

**Class Recording and Auto-Captioning Statement**

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

**Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

### Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

### Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

### Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

### Grading

In classes based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

### Medical Documentation for Absences

No medical documentation for short-term absences is required (Approved by Senate). If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

### Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

### **Policy on Academic Integrity including Plagiarism and Cheating**

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

**Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.**

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025. **The definitive source** for information on Academic Integrity is the University Calendar



**Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

**Prerequisites**

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

**Program Requirements**

For more information see the [UVic Calendar](#).

**Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

**Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction**

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **What to do if you miss the final exam scheduled during the formal exam period**

Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

- **What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working



days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

### **Research Participation Opportunities with the Department of Psychology**

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

### **Student Support Services**

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#).

### **This classroom is a trans-inclusive space**

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

### **University of Victoria Students' Society (UVSS)**

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### **Academic Important Dates**

#### **Spring session – Second Term (January – April)**

Wednesday, January 1 <sup>st</sup>	University Closed (Winter Break)
Monday, January 6 <sup>th</sup>	Second term classes begin for all faculties
Sunday, January 19 <sup>th</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22 <sup>nd</sup>	Last day for adding courses that begin in the second term
Friday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, February 9 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, February 17 <sup>th</sup>	University Closed (Family Day)
February 17 <sup>th</sup> – 21 <sup>st</sup>	Reading Break for all faculties

Friday, February 28 <sup>th</sup>	Last day for withdrawing from second term courses without penalty of failure
Monday, March 10 <sup>th</sup>	First registration date for Summer Session 2025
Friday, April 4 <sup>th</sup>	Last day of classes for all faculties
Monday, April 7 <sup>th</sup>	Second term examinations begin for all faculties
Friday, April 18 <sup>th</sup>	University Closed (Good Friday)
Monday, April 21 <sup>st</sup>	University Closed (Easter Monday)
Friday, April 25 <sup>th</sup>	Second term examinations end for all faculties

**Add and drop dates for standard 2025 Spring Session courses**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>	<b>100% Fee Reduction</b>	<b>Add Deadline</b>	<b>50% Fee Reduction</b>	<b>Academic Drop no Fee Reduction</b>
<b>Second term</b>	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28